

## ANDERSON 4 SCHOOL DISTRICT

P.O. Box 545  
Pendleton, South Carolina 29670

**GRADES** PK-12

**ENROLLMENT** 2,727 Students

**SUPERINTENDENT** Dr. Gary Burgess 864-646-8000

**BOARD CHAIR** Dr. Tom Dobbins 864-646-8000

**FISCAL AUTHORITY** District Board/County Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	8	1	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Excellent	Average	No
2004	Good	Unsatisfactory	No

## DEFINITIONS OF DISTRICT RATING TERMS

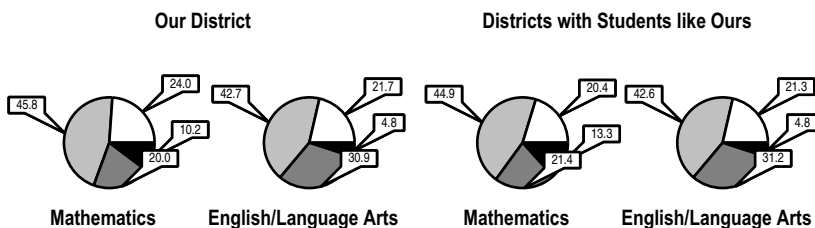
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.8%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

## HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	79.3	N/A	N/A	79.4	N/A	N/A
Passed 1 subtest	14.4	N/A	N/A	11.3	N/A	N/A
Passed no subtests	6.4	N/A	N/A	9.3	N/A	N/A

## ELIGIBILITY FOR LIFE SCHOLARSHIP\*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	8.4	17.2
Seniors who met the SAT/ACT requirement	8.4	17.6
Seniors who met the grade point average	59.1	54.8

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,209	99.9	21.7	42.7	30.9	4.8	35.7
Gender							
Male	634	100.0	26.9	43.0	27.7	2.4	30.1
Female	575	99.8	15.9	42.2	34.5	7.4	41.9
Racial/Ethnic Group							
White	925	99.9	18.2	41.9	34.3	5.6	39.9
African-American	271	100.0	33.5	45.1	19.9	1.5	21.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	992	99.9	16.4	43.4	34.7	5.6	40.3
Disabled	217	100.0	46.0	39.4	13.6	0.9	14.6
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,209	99.9	21.7	42.7	30.9	4.8	35.7
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,205	99.9	21.6	42.6	31.0	4.8	35.8
Socio-Economic Status							
Subsidized meals	532	100.0	30.1	47.3	21.0	1.5	22.6
Full-pay meals	677	99.9	15.2	39.1	38.5	7.3	45.8
Mathematics							
All Students	1,209	99.9	24.0	45.8	20.0	10.2	30.1
Gender							
Male	634	100.0	23.8	47.4	19.7	9.1	28.8
Female	575	99.8	24.2	44.2	20.3	11.3	31.6
Racial/Ethnic Group							
White	925	99.9	19.9	45.6	22.1	12.4	34.5
African-American	271	100.0	38.3	47.4	12.0	2.3	14.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	992	99.9	19.3	46.1	22.6	12.0	34.6
Disabled	217	100.0	45.5	44.6	8.0	1.9	9.9
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,209	99.9	24.0	45.8	20.0	10.2	30.1
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,205	99.9	24.0	45.7	20.1	10.2	30.2
Socio-Economic Status							
Subsidized meals	532	100.0	34.0	47.9	14.3	3.9	18.1
Full-pay meals	677	99.9	16.3	44.3	24.4	15.0	39.4

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	200	99.5	7.6	30.3	54.1	8.1	62.2
	Grade 4	222	99.5	5.8	44.0	46.4	3.9	50.2
	Grade 5	220	99.1	19.0	50.2	29.8	1.0	30.7
	Grade 6	221	99.1	31.8	38.8	26.9	2.5	29.4
	Grade 7	198	100.0	33.0	50.0	16.5	0.5	17.0
	Grade 8	238	99.6	18.7	60.3	20.1	0.9	21.0
<b>2004</b>	Grade 3	216	100.0	17.2	29.3	43.7	9.8	53.5
	Grade 4	192	100.0	11.5	49.2	36.6	2.6	39.3
	Grade 5	206	100.0	19.5	54.6	24.4	1.5	25.9
	Grade 6	205	100.0	35.1	35.1	23.9	5.9	29.8
	Grade 7	198	100.0	28.0	48.7	21.2	2.1	23.3
	Grade 8	193	99.5	18.8	50.0	25.3	5.9	31.2

<b>Mathematics</b>								
<b>2003</b>	Grade 3	200	99.5	3.8	50.8	24.3	21.1	45.4
	Grade 4	222	100.0	1.0	41.8	30.3	26.9	57.2
	Grade 5	220	99.5	14.1	52.9	22.8	10.2	33.0
	Grade 6	221	99.5	16.8	41.1	32.2	9.9	42.1
	Grade 7	198	100.0	33.9	37.7	22.4	6.0	28.4
	Grade 8	238	100.0	32.3	55.5	9.1	3.2	12.3
<b>2004</b>	Grade 3	216	100.0	19.1	51.6	20.9	8.4	29.3
	Grade 4	192	100.0	13.6	52.4	19.9	14.1	34.0
	Grade 5	206	100.0	22.0	43.4	19.0	15.6	34.6
	Grade 6	205	100.0	29.3	38.0	21.5	11.2	32.7
	Grade 7	198	100.0	33.2	45.6	16.1	5.2	21.2
	Grade 8	193	99.5	28.0	46.8	19.9	5.4	25.3

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	196	98.5	7.9	22.2	37.6	32.3	69.8
<b>Gender</b>							
Male	94	97.9	7.9	28.1	34.8	29.2	64.0
Female	102	99.0	8.0	17.0	40.0	35.0	75.0
<b>Racial/Ethnic Group</b>							
White	139	98.6	5.2	16.4	37.3	41.0	78.4
African-American	54	98.1	15.4	36.5	38.5	9.6	48.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	168	99.4	3.0	20.7	41.5	34.8	76.2
Disabled	28	92.9	40.0	32.0	12.0	16.0	28.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	196	98.5	7.9	22.2	31.7	32.3	69.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	196	98.5	7.9	22.2	37.6	32.3	69.8
<b>Socio-Economic Status</b>							
Subsidized meals	70	100.0	13.2	30.9	42.6	13.2	55.9
Full-pay meals	126	97.6	5.0	17.4	34.7	43.0	77.7

<b>Mathematics</b>							
All Students	196	98.5	17.5	27.5	31.7	23.3	55.0
<b>Gender</b>							
Male	94	97.9	23.6	23.6	34.8	18.0	52.8
Female	102	99.0	12.0	31.0	29.0	28.0	57.0
<b>Racial/Ethnic Group</b>							
White	139	98.6	10.4	24.6	34.3	30.6	64.9
African-American	54	98.1	36.5	34.6	23.1	5.8	28.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	168	99.4	11.0	29.3	34.8	25.0	59.8
Disabled	28	92.9	60.0	16.0	12.0	12.0	24.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	196	98.5	17.5	27.5	31.7	23.3	55.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	196	98.5	17.5	27.5	31.7	23.3	55.0
<b>Socio-Economic Status</b>							
Subsidized meals	70	100.0	29.4	44.1	16.2	10.3	26.5
Full-pay meals	126	97.6	10.7	18.2	40.5	30.6	71.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	156	95.5%	154	8.4%	179	81.0%	N/A
<b>Gender</b>							
Male	64	95.3%	62	3.2%	76	72.4%	
Female	92	95.7%	92	12.0%	103	87.4%	
<b>Racial/Ethnic Group</b>							
White	128	96.9%	118	11.0%	137	83.2%	
African American	26	88.5%	33	0.0%	40	72.5%	
Asian/Pacific Islander	1	I/S	2	I/S	1	I/S	
Hispanic	1	I/S	1	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	136	97.8%	131	9.9%	148	87.2%	
Disabilities other than speech	20	80.0%	23	0.0%	31	51.6%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	N/A	N/A	154	8.4%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	1	I/S	0	N/A	
Non-LEP	156	95.5%	153	8.5%	179	81.0%	
<b>Socio-Economic Status</b>							
Subsidized meals	29	82.8%	35	0.0%	43	65.1%	
Full-pay meals	127	98.4%	119	10.9%	136	86.0%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	95.5%	96.0%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	179	530
Number of Diplomas	145	419
Rate	81.0%	81.2%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	490	472	519	475	1009	947
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.9	17.5	18.9	18.4	18.3	18.2	18.8	18.2	18.6	18.3
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,727)				
First graders who attended full-day kindergarten	95.8%	N/C	95.9%	97.2%
Retention rate	4.9%	No change	4.7%	5.3%
Attendance rate	96.3%	Up from 95.3%	96.4%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%		6.3%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%		4.5%	5.1%
Eligible for gifted and talented	16.8%	Down from 17.1%	16.5%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Up from 10.5%	10.4%	10.9%
Older than usual for grade	3.7%	Down from 3.9%	3.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 1.6%	1.0%	1.1%
Enrolled in AP/IB programs	9.9%	Up from 5.4%	10.9%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	21	Down from 30	165	157
Completions in adult education GED or diploma programs	7	Down from 16	52	39
Annual dropout rate	3.4%	Up from 0.8%	3.2%	2.9%
Teachers (n= 191)				
Teachers with advanced degrees	41.4%	Down from 43.2%	52.1%	50.0%
Continuing contract teachers	76.4%	Down from 86.9%	85.3%	84.6%
Highly qualified teachers**	93.1%	N/A	93.3%	92.5%
Teachers with emergency or provisional certificates	2.5%		2.9%	4.4%
Teachers returning from previous year	90.4%	Down from 92.4%	91.7%	89.9%
Teacher attendance rate	94.1%	Down from 95.7%	95.0%	94.7%
Average teacher salary	\$40,872	Up 0.1%	\$41,699	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	14.4 days	Up from 13.6 days	12.2 days	12.0 days
District				
Superintendent's years at district	1.0	No change	2.0	3.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 27.4 to 1	21.9 to 1	21.0 to 1
Prime instructional time	89.1%	Down from 89.9%	89.9%	89.5%
Dollars spent per pupil*	\$7,064	Down 4.0%	\$7,112	\$7,217
Percent of expenditures for teacher salaries*	55.9%	Up from 51.9%	56.3%	55.6%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	99.0%	Down from 100.0%	98.6%	97.3%
Number of schools	5	No change	12	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	2.7%	Up from 2.6%	3.7%	4.3%
Average age in years of school facilities	15	Up from 14	24	26
Number of schools with SACS accreditation	5	No change	11	8
Average administrator salary	\$71,015		\$70,013	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.7%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	5 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board/County Board/Referendum
<b>Average Number of Hours of Training Annually</b>	15.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

The 2003-04 school year marked a celebrated milestone as Anderson School District Four set a new course, a new future, a new vision to become a World-Class, Lighthouse School District for the nation. Efforts were put in place to provide the needed light for each and every child to achieve its greatest potential.

Among our world-class accomplishments: district ranked among the top ten districts in the state in academic achievement; one of nine districts in the state to receive an "excellent" rating on the SC Report Card; only district in the state to have 100% of its elementary schools achieve above the 90th percentile in closing the gap for student achievement; four schools recognized as Exemplary Writing Schools; only comprehensive high school in South Carolina with National Automotive Technicians Education Foundation - incorporated (NATEF) program; the average score in the SAT college-entrance test reached an all-time high, leaping 40 points to 1009; high school students received over a million dollars in scholarship awards; and the district received 1.4 million dollars in grant money for instructional programs (21st Century Learning, Duke Endowment, SC enhancing Education Through Technology, Even Start, BellSouth Pioneer, English Foundation, Character Education grants).

As we look to the future, our vision, World-Class 20/20, remains the lifeblood of our efforts. Teaching innovation, inspired learning, and championed results will set our course. Our light will continue to reach past our lighthouse walls as we model responsibility through service. And at the heart of our actions, we will remain focused on the fact that there is no greater light than that which beams from the face of child.

Gary Burgess, Superintendent